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ABSTRACT

This report provides an analysis of the Transfer Alliance Program (TAP) and the Supergraduate Program, two transfer/retention efforts operating between the University of California at Los Angeles (UCLA) and local community colleges. The first and longer section of the report concerns TAP, a program in 1985 to promote the community college as a viable option for students seeking a baccalaureate degree, and to encourage stronger student academic preparation and curriculum planning in community colleges. In this section, a demographic and performance profile is provided of students who transferred to UCLA as juniors from California community colleges, indicating the following: (1) in fall 1988, 84 TAP students and 395 non-TAP students transferred from Southern California community colleges; (2) 67% of the TAP participants were female; (3) over 98% of TAP students and 87% of the non-TAP students had an entering grade point average (GPA) of 2.8 or above; (4) 69% of those TAP students maintained a UCLA GPA of 2.8 or above, and approximately 36% maintained a GPA of 3.4 or above; and (5) 54% of the non-TAP transfers maintained a GPA of 2.8 or above at UCLA, and 26% maintained a GPA of 3.4 or above. A description and analysis of the Supergraduate Program at Hamilton High School, West Los Angeles College and UCLA is presented in the second section of the report. The program targets low income and minority students in their 11th year of school and provides them with the motivation and academic preparation necessary to pursue postsecondary education. The analysis indicates that of the summer 1989 participants, 77% were female; 54% were Black, 18% Latino, 9% Chicano, and 9% White; 64% of the students' mothers had some formal or higher education compared to 45% of the fathers; and 66% indicated that a sibling had either gone to college or graduated. Program participants indicated that they had improved their vocabularies, English grammar skills, and writing skills, and that the program gave them a better sense of their capabilities as well as the motivation to continue their education. (VVC)

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An Analysis of Two UCLA Transfer and Retention Programs: the Transfer Alliance Program and the Supergraduate Program

Prepared by
Susan P. Ackermann

for the
Southern California Community College Institutional Research Association
University of California, Los Angeles

October 5, 1989

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Transfer Alliance Program Description and Analysis

Section includes:

- ***Transfer Alliance Program (TAP) description***
- ***Profile of TAP and Non-TAP students, including supporting tables***
- ***Description of the transfer student longitudinal evaluation***

TRANSFER ALLIANCE PROGRAM

Gayle Byock, director
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Transfer Alliance Program (TAP). The TAP program, initiated in 1985, is sponsored by the CAIP in conjunction with the College of Letters and Science (L&S), and Undergraduate Admissions and Relations With Schools (UARS). The Transfer Alliance Program is recognized by the California Postsecondary Education Commission (CPEC) as a model of a university-initiated academic interinstitutional program with community colleges and high schools. (See CPEC report, "Strengthening Transfer and Articulation Policies and Practices in California's Colleges and Universities" 1987).

Academic Linkages. The Transfer Alliance Program formalizes academic ties between UCLA and community colleges to strengthen the transfer function and the faculty role in transfer. The TAP focuses on the faculty-to-faculty link, which is essential for curricular continuity between UCLA and the community colleges. The goals of the program are: stronger student academic preparation and curriculum planning, focus on achieving the B.A./B.S. degree after transfer, increased achievement of academic skills needed for success in the major, and faculty participation in all of the above.

Structure. At each participating college the program has a formal structure of an administrative, faculty, and student services liaison. The TAP Council consists of faculty and student service liaisons from community colleges and, from UCLA, CAIP, College of Letters and Science, and UARS representatives. The TAP Presidents' Council, as the administrative liaison body, addresses program policy issues.

Student Focus. TAP seeks to publicize the community college as a viable option for students seeking a baccalaureate degree from UCLA. For example, the "Community College Option Letter" is sent to all students not admitted to UCLA as freshman. The letter informs students that, upon completion of the TAP at a participating community college, they are guaranteed priority admission to UCLA College of Letters and Science as juniors. Students who enroll in the community college TAP programs are provided meaningful linkages with UCLA while at the community college as they are enrolled in transfer programs.

Joint Goals and Policies. The TAP community colleges and UCLA have developed joint goals and policies to ensure the continued growth and success of the program. Presently, policies concerning concurrent enrollment programs for both UCLA and community college students, faculty fellows programs to bring community college faculty to UCLA, and the development of a joint Associate of Arts degree are under consideration. The specific commitments made by UCLA and the participating community colleges are the foundation of the TAP program. See the pages that follow.

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Community College Commitments:

(+ indicates "essential"; o indicates "recommended" activities)

Structure and Administrative Support

+ Establish the president of the community college, or vice president of academic affairs, as responsible administrator for the program.
+ Provide released/reassigned time for a faculty director and counselor to coordinate the program and to act as liaisons with UCLA.
+ Provide adequate administrative and clerical support services to facilitate the efficient operation of the program.
+ Develop an organized structure (i.e. Honors Program, Scholars Program, Transfer Alliance program) officially represented on college governance and/or advisory bodies.
+ Establish on-campus locations for the program to promote student-faculty-counselor interaction and dissemination of information. Included should be offices for the program director, counselor and an assembly place for students.
+ Develop and implement a plan for evaluation and accountability.

Academic Standards

+ Offer a core of enriched general education courses and major courses and science laboratories, in as comprehensive a manner as possible.
+ Guarantee that courses necessary for transfer to UCLA will be offered regardless of enrollment.
+ Monitor student progress each semester and involve faculty, as well as counselors, in advising on preparation for majors and general education requirements.
+ Establish performance criteria for students in the program: entrance criteria; maintainance criteria; completion criteria.
+ Develop mechanisms to certify completion of the program and entitlement to guaranteed priority admission and communicate to TAP the names and identification information on these students.
o Work to increase student academic preparedness to increase student retention.
o Request (and/or utilize) performance information from UCLA and other transfer institutions to evaluate student academic success after transfer.

Interinstitutional Linkages

o Develop Faculty Alliances with feeder high school faculty to implement the California K-12 Reforms (Model Curriculum Standards and Frameworks) and to provide continuity between secondary and postsecondary curriculum.
o Encourage participation of faculty in UCLA Faculty Alliances.
o Communicate effectively with Academic Senate to create understanding of and support for TAP.

Student Recruitment

+ Encourage a culturally pluralistic group of students to participate in the TAP and to aspire toward a baccalaureate degree.
o Identify continuing students and encourage those who satisfy (or have the potential to satisfy) the admissions standards to enter the program.
o Develop attractive, descriptive materials including program name, logo, motto (or other distinctive identification) to explain and promote the program.
o Organize promotional, informational meetings at the high school or college level for prospective students and their parents trying to achieve a culturally pluralistic group of students.

Student Services

+ Provide effective communication links among students-faculty-counselors, i.e. newsletters, bulletin boards, in-class announcements.
+ Encourage utilization of UCLA Outreach Services, articulation agreements, catalogs, informational pieces.
o Involve students in organizing student-alumni associations with specifically scheduled programs and activities during the academic year.
o Involve alumni who have transferred to four-year institutions in meeting with current students to discuss the transfer experience; encourage mentor relationships.
o Provide transfer workshops and visits to university campuses on a regular basis.

UCLA Commitments:

Interinstitutional Linkages

+ Encourage the perception of the community college as a transfer institution.
+ Develop interinstitutional policy on issues addressed in the California Master Plan for Higher Education and in reform legislation such as Title V.
+ Jointly develop research and evaluation projects to benefit the interinstitutional relationship between UCLA and community colleges and to identify those activities that positively affect student transfer and retention.
+ Facilitate transfer with current articulation agreements, preparation for major agreements and policies such as options for meeting UCLA requirements in place on entering the TAP program.
+ Provide a CAIP representative, upon request by the community college, at TAP, faculty or Senate meetings. Provide accurate and timely information on admission, academic and counseling issues.

Academic Support

+ Sponsor Faculty Alliances to encourage faculty-to-faculty dialogues for professional understanding and articulation in a variety of disciplines; include high school faculty in the Alliances to facilitate the relationship with community college faculty;
+ Provide academic leadership to help the community colleges coordinate with other UC campuses and with CSU campuses.
+ Involve community college faculty as participants and leaders in CAIP interinstitutional activities with college and K-12 faculty.
+ Provide useful performance information to evaluate student academic succes after transfer including comparisons within the TAP college and with other colleges.

Student Recruitment

+ Encourage high school seniors to enter the TAP by sending a "Community College Option Letter" to all freshmen applicants denied admission.
+ Highlight the TAP option to high school and junior high school students at UCLA presentations to schools and joint UCLA/community college presentations. Develop a handout to be used by UCLA Outreach personnel that contains information similar to "Community College Option Letter" (above).
+ Define a program to identify reverse transfer students and arrange their reentrance to UCLA from the community college.

Student Support

+ Offer guaranteed priority admission to TAP graduates and work to provide similar commitments from other UC campuses.
+ Provide TAP students with special privileges such as UCLA College library cards, visits to departments and classes, tickets to cultural and sports events, and academic-based visits to the campus.
+ Develop curriculum planning tools such as the College of Letters and Science Baccalaureate Degree Plan for use by all TAP students, counselors, and faculty.

May 1989

A Demographic and Performance Profile of Students who Transferred as Juniors from California Community Colleges* Participating in the Transfer Alliance Program to the University of California, Los Angeles in Fall 1988 (refer to Tables 1 and 2)

Demographics:

- *In Fall 1988, 84 TAP students and 395 Non-TAP students transferred as juniors from selected Southern California Community Colleges to UCLA.*
- *37% of the TAP students came from Santa Monica College, 11% from Pasadena City College, 8% from El Camino College, and 8% from Long Beach Community College. For Non-TAP students, 38% came from Santa Monica College, 13% from El Camino College, and 10% came from Pasadena City College.*
- *Approximately 57% of both TAP and Non-TAP transfers were White and 21% were Asian.*
- *For TAP students, approximately 67% were female and 33% were male. For Non-TAP students, approximately 54% were female and 46% were male.*
- *Over 72% of the TAP students and 82% of the Non-TAP students were between the ages of 20 and 27.*
- *Over 78% of those TAP students who transferred to UCLA were US citizens and approximately 17% were permanent residents. For Non-TAP students, over 66% were US citizens and 23% were permanent residents.*
- *Over 98% of the TAP students and 87% of the Non-TAP students had an entering (transfer or advanced standing) grade point average of 2.8 or above.*
- *For both TAP and Non-TAP students who transferred to UCLA, no clear high school emerged as the primary feeder school.*

Performance:

- *69% of those TAP students maintained a UCLA grade point average of 2.8 or above, with approximately 36% maintaining a GPA of 3.4 or above. For Non-TAP students, 54% maintained a UCLA GPA of 2.8 or above, with approximately 26% maintaining a GPA of 3.4 or above.*
- *For those TAP students who transferred to UCLA, 43% chose a field of study within the area of Social Sciences, 21% within the area of Life Sciences, and over 15% within the area of Humanities. For Non-TAP students, 37% chose a field of study within the area of the Social Sciences, 21% within Life Sciences, and 20% within the area of Humanities.*
- *1% of the TAP students and 3% of the Non-TAP students left UCLA either during or after Fall quarter 1988, and over 2% of the TAP students and 5% of the Non-TAP students left during or after Winter quarter 1989.*

**The TAP California Community Colleges include: College of the Canyons, East Los Angeles, El Camino, Glendale, Los Angeles City, Los Angeles Harbor, Los Angeles Pierce, Los Angeles Valley, Long Beach, Pasadena City, Santa Monica, West Los Angeles.*

Table 1
Demographics of UCLA Students who Transferred as Juniors from California Community Colleges Participating in the Transfer Alliance Program in Fall 1988

	TAP Number(%) (N=84)	Non-TAP Number(%) (N=395)
*Transfer Institution**		
College of the Canyons	1 (1.2%)	4 (1.0%)
East Los Angeles	3 (3.6%)	16 (4.1%)
El Camino	7 (8.3%)	52 (13.2%)
Glendale	0 (0.0%)	26 (6.6%)
Long Beach	7 (8.3%)	7 (1.8%)
Los Angeles City	4 (4.8%)	20 (5.1%)
Los Angeles Harbor	5 (6.0%)	3 (.8%)
Los Angeles Pierce	5 (6.0%)	32 (8.1%)
Los Angeles Valley	6 (7.1%)	39 (9.9%)
Pasadena City	9 (10.7%)	40 (10.1%)
Santa Monica	31 (36.9%)	150 (38.0%)
West Los Angeles	6 (7.1%)	6 (1.5%)
Ethnicity		
American Indian	1 (1.2%)	6 (1.5%)
Asian	18 (21.4%)	81 (20.5%)
African-American/Black	1 (1.2%)	13 (3.3%)
Filipino	3 (3.6%)	7 (1.8%)
Latino	4 (4.8%)	29 (7.3%)
Chicano/ Mexican-American	4 (4.8%)	22 (5.6%)
White	49 (58.3%)	225 (57.0%)
Other	2 (2.4%)	6 (1.5%)
Unknown	2 (2.4%)	6 (1.5%)
Gender		
Female	56 (66.7%)	212 (53.7%)
Male	28 (33.3%)	183 (46.3%)

**Transfer Institution - Defined "As the institution having the greater or greatest responsibility for the applicant's eligibility." (See Office of the Academic Vice President, Educational Services -- Source School Identification.)*

Table 1, cont.
Demographics of UCLA Students who Transferred as Juniors from California Community Colleges Participating in the Transfer Alliance Program in Fall 1988

	TAP Number(%) (N=84)	Non-TAP Number(%) (N=395)
Age at Entry to UCLA		
16 through 19 years	7 (8.3%)	9 (2.3%)
20 through 22 years	56 (66.7%)	197 (49.9%)
23 through 27 years	5 (6.0%)	126 (31.9%)
28 through 39 years	10 (11.9%)	55 (13.9%)
40 plus years	6 (7.1%)	8 (2.0%)
Visa Status		
US Citizen	66 (78.6%)	262 (66.3%)
Permanent Resident	14 (16.7%)	92 (23.3%)
Refugee	2 (2.4%)	11 (2.8%)
Student (F-1)	1 (1.2%)	20 (5.1%)
Other	1 (1.2%)	10 (2.5%)
Basis for Admissions to UCLA		
Regular Admit	83 (98.8%)	388 (98.2%)
Clear Special Admit	1 (1.2%)	7 (1.8%)
Transfer (Advanced Standing) Grade Point Average		
2.0 or lower	0 (0.0%)	1 (.3%)
2.1 through 2.7	1 (1.2%)	50 (12.7%)
2.8 through 3.3	34 (40.5%)	183 (46.4%)
3.4 through 4.0	49 (58.3%)	160 (40.6%)
UCLA Grade Point Average		
2.0 or lower	1 (1.2%)	67 (17.0%)
2.1 through 2.7	25 (29.8%)	114 (28.9%)
2.8 through 3.3	28 (33.3%)	112 (28.4%)
3.4 through 4.0	30 (35.7%)	102 (25.8%)

Table 1, cont.
Demographics of UCLA Students who Transferred as Juniors from California Community Colleges Participating in the Transfer Alliance Program in Fall 1988

	TAP Number(%) (N=84)	Non-TAP Number(%) (N=395)
Area of Study at UCLA		
School of Engineering	3 (3.6%)	24 (6.1%)
School of Fine Arts	8 (9.5%)	32 (8.1%)
School of Nursing	0 (0.0%)	5 (1.3%)
College of Letters and Science:		
Humanities	13 (15.5%)	77 (19.5%)
Life Sciences	18 (21.4%)	83 (21.0%)
Physical Science	6 (7.1%)	23 (5.8%)
Social Science	36 (42.9%)	146 (37.0%)
Unknown	0 (0.0%)	5 (1.3%)
Attrition Rates		
Left UCLA during or after Fall 1988	1 (1.2%)	11 (2.8%)
Left UCLA during or after Winter 1989	2 (2.4%)	19 (4.8%)
Continuing students	81 (96.4%)	365 (92.4%)

Table 1A
Attrition Rate Projections of UCLA Students who Transferred as Juniors from California Community Colleges Participating in the Transfer Alliance Program in Fall 1988

	TAP Number(%) (N=84)	Non-TAP Number(%) (N=395)
*Attrition Rates**		
Left UCLA during or after Fall 1988	1 (1.2%)	11 (2.8%)
Left UCLA during or after Winter 1989	2 (2.4%)	19 (4.8%)
Projected attrition rate of students leaving UCLA during or after Spring 1989	3 (3.6%)	30 (7.6%)
Projected rate of students continuing into the second year	78 (92.8%)	335 (84.8%)

**Second year retention and graduation rates for juniors has averaged 86% for Fall 1985, Fall 1986, and Fall 1987.*

Table 2A
High School* of Origin of UCLA Students who Transferred as TAP Juniors from California Community Colleges Participating in the Transfer Alliance Program** in Fall 1988

High School	TAP Number(%)
North High School	4 (4.8%)
Rolling Hills High School	4 (4.8%)
Santa Monica High School	3 (3.6%)
Fairfax High School	3 (3.6%)
University High School	3 (3.6%)
Culver City High School	3 (3.6%)
	(N=84)

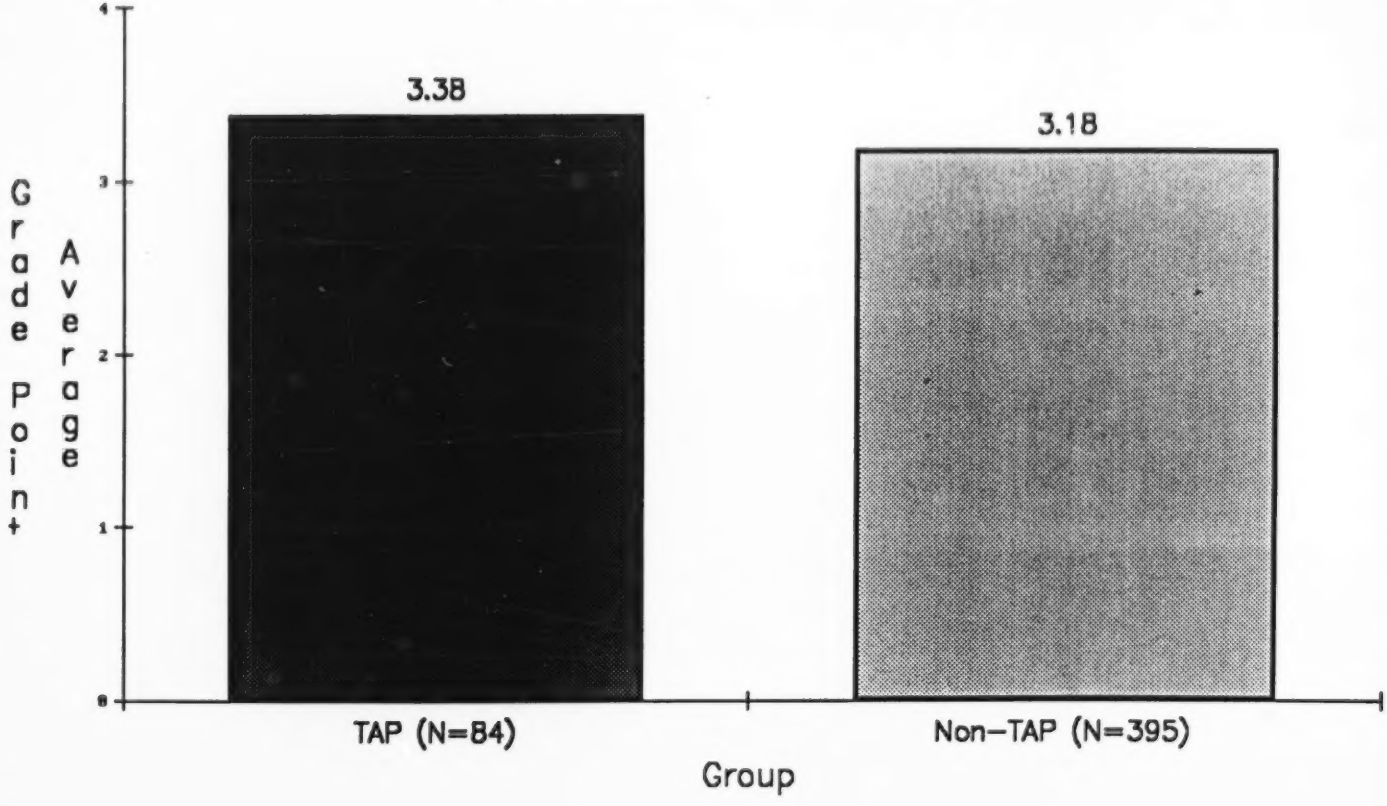
**Top 6 feeder high schools.*
***TAP California Community Colleges include: College of the Canyons, East Los Angeles, El Camino, Glendale, Los Angeles City, Los Angeles Harbor, Los Angeles Pierce, Los Angeles Valley, Long Beach, Pasadena City, Santa Monica, West Los Angeles.*

Table 2B
High School* of Origin of UCLA Students who Transferred as Non-TAP Juniors from California Community Colleges Participating in the Transfer Alliance Program** in Fall 1988

High School	Non-TAP Number(%)
High Schools in the Country of Iran	14 (3.5%)
High Schools in the Country of Korea	11 (2.8%)
Santa Monica High School	11 (2.8%)
University High School	10 (2.5%)
Herbert Hoover High School	8 (2.0%)
Beverly Hills High School	8 (2.0%)
Venice High School	7 (1.8%)
Redondo Union High School	6 (1.5%)
High Schools in the Colony of Hong Kong	6 (1.5%)
St. Monica High School	5 (1.3%)
Mira Costa High School	5 (1.3%)
Fairfax High School	5 (1.3%)
Culver City High School	5 (1.3%)
U.S. Grant High School	5 (1.3%)
El Camino Real High School	5 (1.3%)
	(N=395)

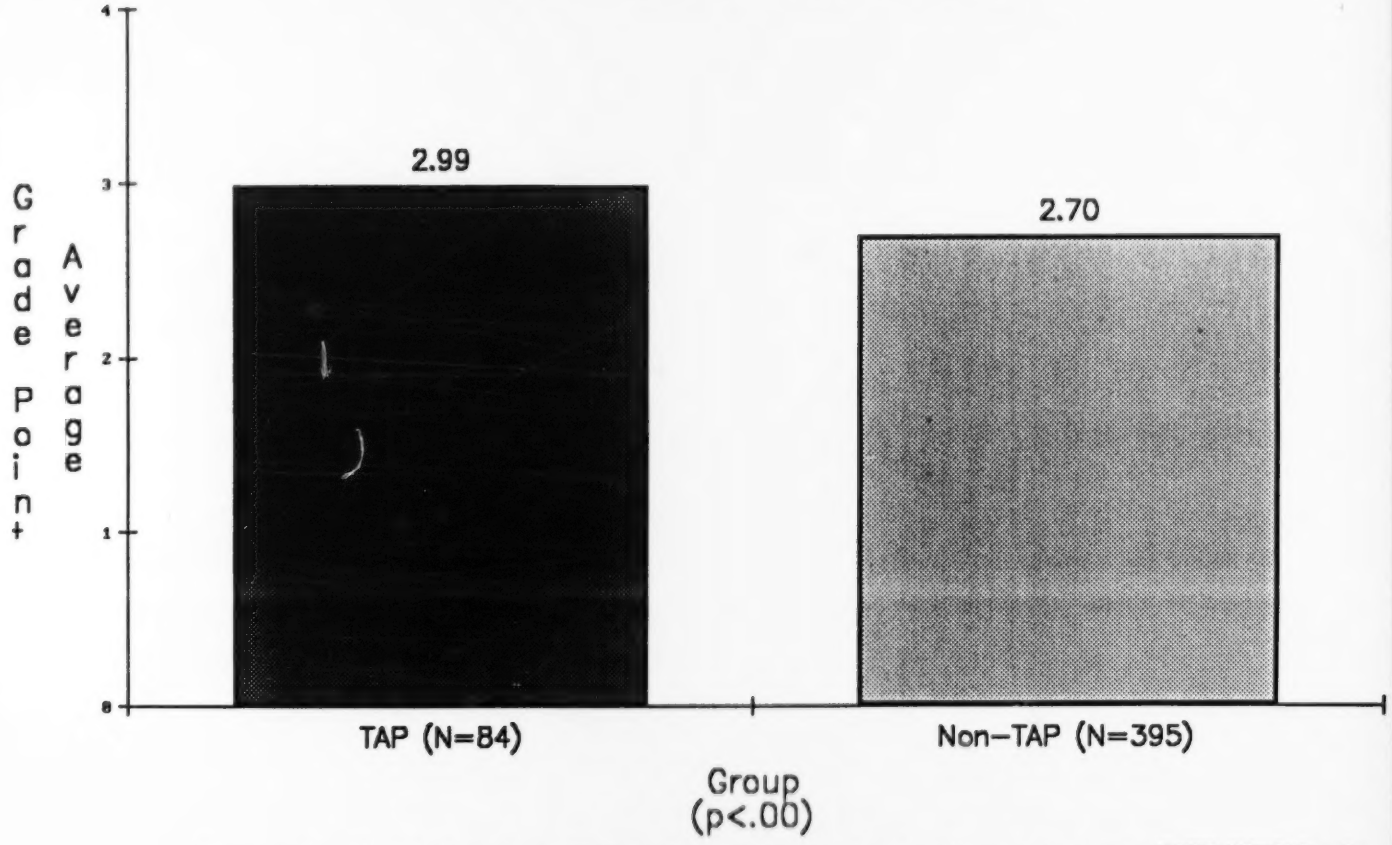
**Feeder high schools that transferred over 1% of the total population.*
***TAP California Community Colleges include: College of the Canyons, East Los Angeles, El Camino, Glendale, Los Angeles City, Los Angeles Harbor, Los Angeles Pierce, Los Angeles Valley, Long Beach, Pasadena City, Santa Monica, West Los Angeles.*

Figure 1
Entering (Advanced Standing)
Grade Point Average
by TAP and Non–TAP Groups



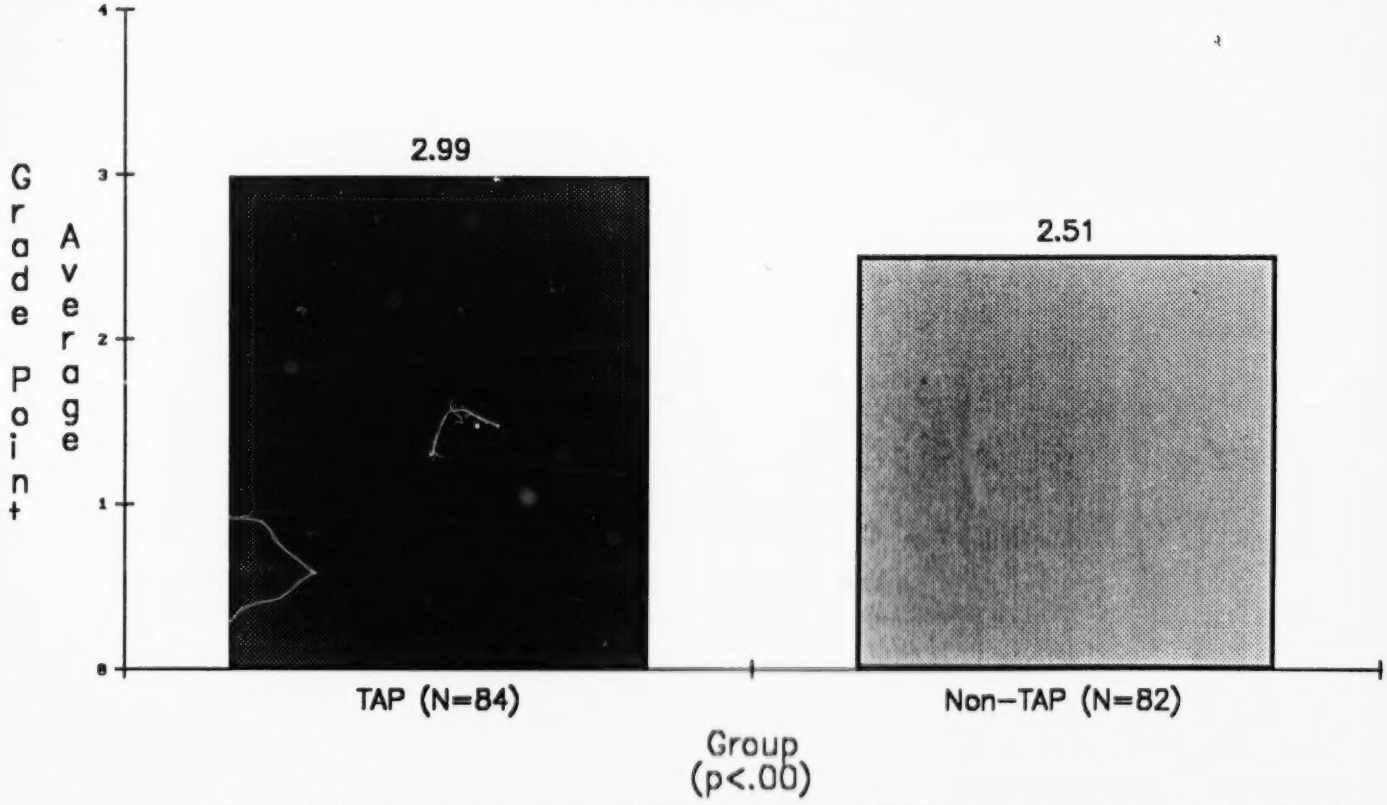
Both TAP and Non-TAP students entered UCLA with a grade point average above 3.1. TAP students had an entering (transfer or advanced standing) grade point average of 3.38 and Non-TAP students had an entering grade point average of 3.18.

Figure 2a
UCLA Grade Point Average
by TAP and Non–TAP Groups



Compared to Non-TAP students, TAP students maintained a significantly higher UCLA grade point average (2.99 vs. 2.70). The TAP and Non-TAP populations did, however, differ when it came to the characteristics of gender, community college of origin, and age. The populations were similar with regards to ethnicity and division of study.

Figure 2b
UCLA Grade Point Average
by TAP and Non–TAP Groups
(Matched Sample)



Compared to a matched sample of Non-TAP students, TAP students maintained a significantly higher UCLA grade point average (2.99 vs. 2.51). The TAP and Non-TAP groups were matched on the characteristics of ethnicity, gender, community college of origin, and age. The populations were similar with regards to division of study.

Figure 3
Correlation Matrix for Variables in Regression Model Predicting UCLA Grade Point Average

	AS_GPA	AGE	GENDER	ETHNIC	GROUP	INST	UC_GPA
AS_GPA	1.000						
AGE	.241[c]	1.000					
GENDER	-.028	-.154[a]	1.000				
ETHNIC	-.126[a]	-.088	-.153[a]	1.000			
GROUP	.378[c]	.050	-.030	.034	1.000		
INST	-.140[a]	-.196[b]	-.133[a]	.159[a]	-.008	1.000	
UC_GPA	.498[c]	.076	-.050	.113	.303[c]	.035	1.000

[a] $p < .05$
[b] $p < .01$
[c] $p < .001$

The most notable correlations between UCLA grade point average and the other variables in the model are that UCLA GPA is significantly correlated with Transfer Grade Point Average (AS_GPA) [.498] and participation in TAP (GROUP) [.303]. These findings suggest that students with a high transfer grade point average and who participated in the Transfer Alliance Program attain a high UCLA grade point average.

Figure 4
Regression Model Predicting UCLA Grade Point Average

Variables	B	b	S.E.
Constant		-.197	.464
Transfer Institution (INST) (1=School transfers high % of students, 0=School transfers low % of students)	.088	.134	.108
Group (1=TAP, 0=Non-TAP)	.128	.186	.106
Gender (1=Male, 0=Female)	-.020	-.030	.107
Ethnic (1=Asian/White, 0=Other)	.030	.056	.129
Age	-.024	-.002	.007
Transfer GPA (AS_GPA)	.463	.859[a]	.142
R^2	.275[a]		
S.E.	.632		
N	(165)		

[a] *Significant at the .001 level*
B = partial regression coefficient
b = unstandardized regression coefficient

The predictor variables explained 27% of the variance in UCLA grade point average. Students who participated in the TAP program (B=.128), who are women (B= -.020), who are either White or Asian (B=.030), who are of general college going age (B= -.024), and who achieved a high transfer GPA (B=.463) are more likely to attain a high UCLA grade point average.

FACTORS AFFECTING THE SUCCESS OF STUDENTS TRANSFERRING FROM TWO- TO FOUR-YEAR INSTITUTIONS: A LONGITUDINAL ANALYSIS OF THE TRANSFER ALLIANCE PROGRAM

Purpose of the Study

The purpose of this study is to increase the body of knowledge on transfer students in general and the Transfer Alliance Program in particular, by obtaining in-depth, longitudinal information on students who transfer from two- to four-year institutions. This study will examine students' performance after transfer in relation to their prior performance and will determine the extent to which differences in performance at the four-year institution can be attributed to the personal characteristics of the students, their prior educational experiences and achievement, and/or the characteristics of the transfer institution. The results of this study will contribute to the area of minority transfer student retention by developing predictive model(s) of transfer student success.

Development of the Predictive Model(s)

The predictive model(s) that will be developed in this study will use both students' performance at the four-year institution (cumulative GPA) and persistence (continuous enrollment at the four-year institution) as the dependent variables. Persistence will be made a continuous variable by giving those students who leave the institution during the first quarter/semester a higher score, and by giving those students who leave the institution after a longer period of time a lower score. (A student who leaves during the first quarter will be given a score of "2", those who leave during the second quarter will be given a score of "1", and those who stay will be given a score of "0".) Given the two dependent variables, the relative contribution of four types of independent variables will be assessed. These variable types are: background characteristics (i.e., variables associated with students and their families); prior educational experiences and achievement at the two-year institution (i.e., variables associated with the students' performance and activities at the two-year institution); personal determinants at the four-year institution (i.e., variables associated with the students' commitment, adjustment, satisfaction, and confidence at the four-year institution); and organization and environmental determinants at the four-year institution (i.e., variables associated with the four-year institution itself). In addition, age and marital status will be used as control variables in order to focus the study on a homogenous sub-population: those students who are single and who are between the ages of 20 and 24. Age and marital status are being used as control variables because conceptual models of nontraditional student attrition/retention that have been developed have used different theoretical frameworks, that those developed for traditional students. (See Figure 5 for a complete list of variables and definitions to be used in this study.)

Sample

The sample consists of students who are planning, for the first time, to transfer from a two- to four-year institution in Fall of 1989. All ethnic groups will be included in this study. Particular attention will, however, be focused on African-American (Black) and Hispanic (Latino and Chicano) students because these two ethnic groups represent the highest percentage of students attending California Community Colleges, while at the same time they represent a low percentage of students eligible for regular freshman admittance to either a UC or CSU institution. The community colleges to be included in this study are those institutions currently participating in University of California, Los Angeles (UCLA) Transfer Alliance Program (TAP). UCLA's Transfer Alliance Program was designed to strengthen the academic ties between UCLA and selected community colleges. During the

spring quarter/semester of the 1988-1989 school year, institutional researchers at each of the twelve community colleges will identify minority students who are planning to transfer during the fall quarter/semester of the 1989-1990 school year. The community college records of all identified students will then be tagged. During fall of the 1989-1990 school year, these students will be located in one of seven Southern California four-year institutions, and their records at the four-year institution (three UC or four CSU) also will be tagged. Therefore, students identified at one of the two-year institutions and later located at one of the four-year institutions will constitute the study sample.

Data Collection

Data will be collected on the identified sample at three time points: Time Point 1 -- prior to transfer during the spring quarter/semester of the 1988-1989 school year, Time Point 2 -- midway through fall quarter/semester of the 1989-1990 school year, and Time Point 3 -- at the end of winter quarter/semester of the 1989-1990 school year.

Time Point 1. At time point 1, the *Community College Student Experiences Questionnaire (CCSEQ)* (Friedlander & Pace, 1989) will be administered to investigate students' personal characteristics and academic experiences at the two-year institution. This paper-and-pencil survey was designed to measure the quality of effort that community college students invest in their learning. Some of the areas measured by the survey include class activities, writing activities, faculty contacts, student acquaintances, art/music theater activities, library activities, experiences with counselors/advisors, transfer activities, and college satisfaction. This particular instrument was chosen because it was developed specifically for use at the community college level and because it provides information on the relationships between students' participation in activities and their progress toward their educational objectives. The *CCSEQ* will be administered, during class, to all identified minority students during the 12th week of Spring quarter 1989 (or the 7th week of Spring semester 1989).

Time Point 2. Data collected at time point 2 will address the personal and organizational and environmental determinants of students' success at the four-year institution. This yet-to-be developed survey instrument will be based primarily on Bean's previous attrition/retention research (Bean, 1979; Bean, 1980; Bean, 1982; Bean, 1985; Bean and Metzner, 1985) and on extant survey instruments used in other retention/attrition studies. To the extent possible, the questionnaire will be designed as a series of scales or composite measures constructed on the basis of an intensity structure among items comprising the measure. This will help maximize the validity and reliability of the concepts being measured. In addition, the survey instrument will be designed to be administered over the telephone, in an attempt to attain a high response rate.

Time Point 3. At time point 3, data collected will consist of student performance at both the two- and four-year institutions. These data will be obtained from the student record system's at each of the four-year institutions and will include: the students' transfer GPA, the number of units carried and completed at the two-year institution, academic status at the four-year institution, cumulative GPA at the four-year institution, and number of units carried and completed at the four-year institution.

FIGURE 5
VARIABLE DESCRIPTIONS

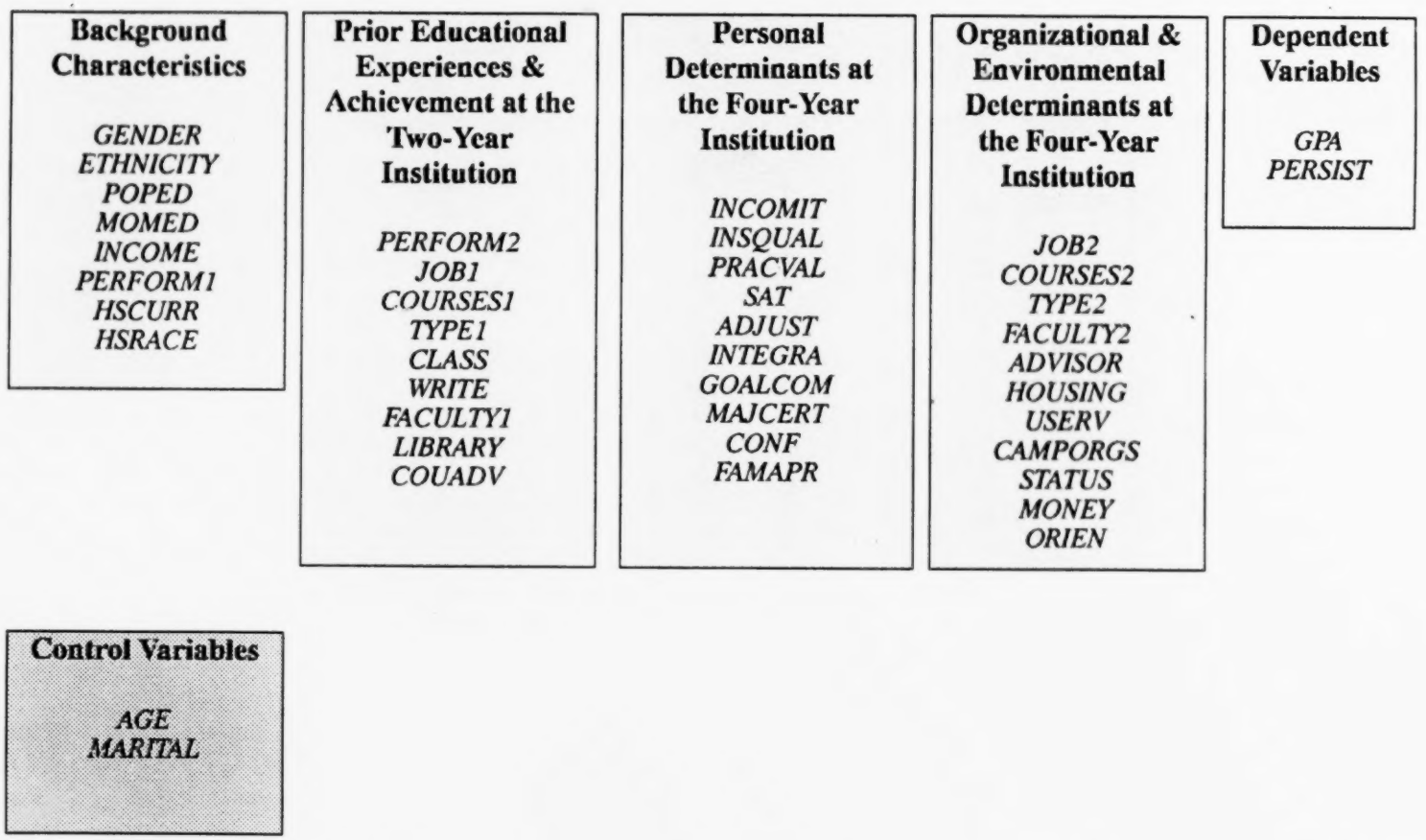


FIGURE 5, CONT.
VARIABLE DESCRIPTIONS

Variable Label	Variable Name	Definition
CONTROL VARIABLES		
AGE[a]	Age	Student's age
MARITAL[a]	Marital	Student's marital status
BACKGROUND CHARACTERISTICS		
GENDER[a]	Gender	Student's sex - Male or Female
ETHNICITY[a]	Ethnicity	Student's ethnicity - African-American (Black) or Hispanic (Latino or Chicano)
POPED[b]	Father's Education	The amount of formal education a student's father received
MOMED[b]	Mother's Education	The amount of formal education a student's mother received
INCOME[b]	Income Status	Student's income
PERFORM1[c]	Performance	The degree to which a student has demonstrated prior academic performance as measured by High School Grade Point Average
HSCURR[b]	High School Curriculum	Type of the students' High School Curriculum -- vocational, general, or college preparatory
HSRACE[b]	High School Racial Composition	The racial composition of the students' high school

Variable Label	Variable Name	Definition
PRIOR EDUCATIONAL EXPERIENCES AND ACHIEVEMENT AT THE TWO-YEAR INSTITUTION		
PERFORM2[c]	Performance	The degree to which a student has demonstrated academic performance at the two-year institution as measured by Grade Point Average
JOB1[a]	Job	Number of hours a week a student works
COURSES1[a]	Courses	The number and area in which a student took courses
TYPE1[a]	Type	The type of two-year institution a student attended -- the characteristics of the two-year institution
CLASS[a]	Class	The quality of effort a student invested in class activities
WRITE[a]	Writing	The quality of effort a student invested in writing activities
FACULTY1[a]	Faculty	The quality of effort a student invested in contacts with faculty members
LIBRARY[a]	Library	The quality of effort a student invested in library activities
COUADV[a]	Counselors	The quality of effort a student invested in experiences with counselors and advisors
PERSONAL DETERMINANTS AT THE FOUR-YEAR INSTITUTION		
INCOMIT[b]	Institutional Commitment	The degree of loyalty a student has toward his/her four-year institution

Variable Label	Variable Name	Definition
PERSONAL DETERMINANTS AT THE FOUR-YEAR INSTITUTION, CONT.		
INSQUAL[b]	Perception of Institutional Quality	The degree to which the four-year institution is perceived as providing a good education
PRACVAL[b]	Perception of Practical Value	The degree to which a student perceives that his/her education will lead to high quality employment
SAT[b]	Satisfaction	The degree to which being a student is viewed positively
ADJUST[b]	Perception of Adjustment	The degree to which a student believes he/she is well adjusted to the four-year institution
INTEGRA[b]	Perception of Integration	The degree to which a student believes he/she is integrated into campus life
GOALCOM[b]	Perception of Goal Commitment	The degree to which obtaining the bachelor's degree is perceived as being important
MAJCERT[b]	Major Certainty	The degree of certainty that a student has that he/she will graduate with a major in a specific academic discipline
CONF[b]	Confidence	The confidence a student has in being able to be a successful student
FAMAPR[b]	Family Approval	The extent to which a student believes that his/her family approves of his/her educational program
JOB2[b]	Job	Number of hours a week a student works (and whether it is on- or off-campus and whether the job in related to a student's academic program)

Variable Label	Variable Name	Definition
ORGANIZATIONAL AND ENVIRONMENTAL DETERMINANTS AT THE FOUR-YEAR INSTITUTION		
COURSES2[b]	Courses	The extent to which the courses a student wants to take are available
TYPE2[b]	Type	The type of four-year institution a student is attending
FACULTY2[b]	Faculty	The quality of effort a student invested in contacts with faculty members
ADVISOR[b]	Advisor	The degree to which a student believes that his/her advisor is helpful
HOUSING[b]	Housing	Where a student lives while attending the four-year institution
USERV[b]	University Services	The extent to which a student uses university services
CAMPORGS[b]	Campus Organizations	The number of memberships a student has in campus organizations, including the level of involvement in the organization(s)
STATUS[b]	Status	Student's status -- full or part time
MONEY[b]	Money	The ease with which a student is able to pay for his/her education
ORIEN[b]	Orientation	Whether or not the student participated in an orientation program at the four-year institution

Variable Label	Variable Name	Definition
DEPENDENT VARIABLES		
GPA[c]	Grade Point Average	Students Cumulative Grade Point Average
PERSIST[c]	Persistence	Continuous enrollment at the four-year institution

[a]*Variables will be obtained from the Community College Student Experiences Questionnaire.*
[b]*Variables will be obtained from the Transfer Follow-up Questionnaire.*
[c]*Variables will be obtained from each four-year institutions' student record systems.*

Supergraduate Program Description and Analysis

Section includes:

- ***Supergraduate program description***
- ***Description of the Supergraduate longitudinal evaluation***
- ***Selected findings from the first phase of the Supergraduate program evaluation, including supporting tables***

SUPERGRADUATE (2+2+2) PROGRAM**

developed by
Hamilton High School,
West Los Angeles College and UCLA

West Los Angeles College, in cooperation with Hamilton High School and UCLA, has developed the Supergraduate program, a pilot project started with a grant of close to $15,000 from the Sears-Roebuck Foundation. It's designed for students from underrepresented groups, such as minorities and those with low incomes, who have the potential to be university students but may not be motivated or prepared to consider this academic choice. These are "B minus" and "C plus" students who we believe need special attention to motivate them to go on to a community college and, eventually, to a four-year school.

This program was formulated to address the need for a more focused educational experience at the high school and community college levels. It is intended to increase the success rates of students in postsecondary educational programs by providing them with academic survival skills within the context of college preparatory courses. These courses are taken at Hamilton and at WEST during the 11th and 12th grades while students are completing their high school diplomas, and then on our campus in the 13th year as they begin college as second-year sophomores. We hope to eventually expand the program to include students in the 10th grade.

ADVANTAGES FOR INSTITUTIONS

We anticipate many advantages for all three participating institutions. Hamilton High School, which is also a magnet school for music and a magnet school for the humanities, will increase the college-going rates of its students, who will have the opportunity to develop their educational survival skills while utilizing "free periods" to advance their scholastic development. The parental involvement and heavy counseling components of the program will also reinforce achievement of academic goals. In addition, Hamilton teachers who are involved in the program are already being provided with staff development through UCLA.

**Program description prepared by West Los Angeles College

WEST will benefit from an influx of highly motivated, goal-oriented students who will ultimately go on to UCLA, thus increasing our transfer rate. We'll make better use of our classrooms in the afternoons, when they're usually vacant, while strengthening enrollment in our second-year courses.

The program will also improve communication and foster a closer working relationship between the three institutions, which we believe will have long-lasting effects for the college, and will serve as a model that we hope will be replicated with additional schools and universities. In fact, we've already been receiving overtures from other high schools who have heard about the program and are interested in discussing possible applications for their institutions.

UCLA will not only increase its number of minority transfer students, but will welcome young men and women who will have already honed their academic skills and exhibited sound performance in the classroom, thus having a positive impact on retention.

BENEFITS FOR THE STUDENTS

And the rewards for the students are great, as well. Upon successful completion of the high school portion of the program, they'll have up to 32 units of college credit and, as previously mentioned, will begin their 13th year at WEST as sophomores. They'll be able to receive A.A. degrees as early as one year out of high school and transfer to UCLA with "guaranteed priority admission" as juniors, probably in their 14th year.

And they'll enjoy specialized, interdisciplinary Supergraduate courses, be supported by a student/parent network, and receive individualized counseling and tutoring. Also, a career planning course is available in the 13th year, which will assist them in choosing a major. They'll be invited to attend sports events and use the libraries at WEST and UCLA, as well.

HOW DOES THE PROGRAM WORK?

Students at Hamilton are currently filing applications for the 100 spaces that we anticipate will be available as we begin the first year of the program. It's important to note that, as part of the application process, we will be using our own assessment procedures to determine students' skill levels in English. Those who are chosen by a panel of representatives from all three institutions will follow a rigorous curriculum that begins the summer before the 11th grade and continues into the 13th year at WEST.

In the initial session this summer and in the eleventh grade, they'll take classes at Hamilton, taught by our instructors. Then, during their senior year, in addition to their high school work, they'll be bused to WEST in the afternoons, where they'll take two classes each semester, as indicated by the astericks on attached chart.

By the summer after the 12th grade, they'll have at least 30 units of college work, in addition to a high school diploma. And in the 13th year, they'll be carrying a full academic load at the college -- at the sophomore level. By the time they've finished the 13th year, they'll be ready to go on to UCLA as juniors, with approximately 64 units of college credit under their belts.

TARGET SKILLS

The students will also have a solid background in skills that enhance learning, including the ability to process information critically and creatively, and the ability to apply information learned in one context to another. The targeted abilities are in the areas of critical thinking, writing skills, research skills and study skills, which are all so crucial to students' continued success, whether at the high school, community college or university level. And, as previously mentioned, the teaching of those skills is being integrated into the subject matter of the academic courses in the program.

In the fall of 1988, the concept of the Supergraduate program was presented to WEST's Academic Senate, which voted to support its development. Following that vote, three of the academic divisions that are most involved in the Supergraduate curriculum designated representatives to serve on a faculty advisory committee, and they have been very active in the planning and conceptualization of the program.

We are pleased that we have had this valuable faculty input and believe the Supergraduate program will turn out to be an exciting project that will enrich all those who are involved in it.

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Supergraduate
PROGRAM

SCHEDULE

PROPOSED COURSE OF STUDY

SUMMER SCHOOL	11th GR FALL	11th GR SPRING	SUMMER SCHOOL	12th GR FALL	12th GR SPRING	SUMMER SCHOOL	13th GR FALL	13th GR SPRING
ENGLISH 28	AMERICAN LIT.	CONTEMP. COMPOS.	HISTORY • 41	ADVANCED COMPOS.	GREAT BOOKS	SPANISH • 2	ENGLISH • 102	ENGLISH • 206
SOCIOLOGY • 1	ALGEBRA 2A	ALGEBRA 2B	HUMANITIES • 31	MATH ANALYSIS	TRIG.		HEALTH • 2	GENERAL PSYCH 2
	CHEMISTRY A	CHEMISTRY B		ECONOMICS	U.S. GOVERNMT.		PRE- • MAJOR	MUSIC • APPREC
	U.S. HISTORY A	U.S. HISTORY B		SPANISH 2A	SPANISH 2B		BIOLOGY • 3	ANTHRO. • 101
	SPANISH IA	SPANISH IB					GEOGRAPHY • 1	PHILOSOPHY 9
	ELECTIVE	ELECTIVE		HISTORY • 42 or	PHYSICAL • GEOLOGY			PERSONAL • DEVELP. 8
	ENGLISH • 101	PSYCHOLOGY • 1		HISTORY • 12 and	PHYSICAL • GEO/LAB			
				PHILOSOPHY • 1				

SUPERGRADUATE PROGRAM
EVALUATION DESIGN

Introduction

The evaluation of the *SUPERGRADUATE PROGRAM* is designed to assess the programs' effectiveness by determining the extent to which the program has:

- o developed the students' academic skills, such as critical thinking and mastery of the English language;
- o aided in the students' progress toward academic success at Hamilton High School, West Los Angeles College, and the University of California, Los Angeles (UCLA);
- o helped students successfully make the transition from high school to university; and
- o developed students' interest and motivation in post-secondary education.

Evaluation Design

The evaluation will be longitudinal in nature, tracking the students through their successful graduation from UCLA. Two different types of data will be collected -- Attitudinal and Academic.

Attitudinal Data

Students will complete an attitudinal survey the end of summer school before entering grade 10, grade 11, and grade 12. The instrument to be used is the *Supergraduate Program Questionnaire* (Ackermann). The *SPQ* was designed to assess aspects of the students' academic and attitudinal development.

After the students have been at West Los Angeles College for one semester, they will complete the *Community College Student Experiences Questionnaire* (Pace and Friedlander). The *CCSEQ* was designed to measure the quality of effort that community college students invest in their learning. It also provides information on the relationship between students' participation in activities and their progress toward their educational objectives.

During the students' second quarter of study at UCLA, they will complete the *Transfer Student Experiences Questionnaire* (Ackermann). The *TSEQ* was designed to assess those academic, institutional, and personal factors that lead to the success of a transfer student.

Academic Data

The courses a student takes, their grades, and course attendance patterns will be collected on all Supergraduate students from the time they enter the program until the time they complete the Associate of Arts Degree from West Los Angeles College. In addition, high school CTBS and CAP scores will be collected on all students.

Cumulative grade point average, SAT scores, major and division of study, number of units attempted and completed, and persistence rates will be collected on all Supergraduate students that attend UCLA.

Data Collection

West Los Angeles College will be responsible for collecting all Hamilton High School and West Los Angeles College course information using the *Supergraduate Program Course Taking History* form. Additionally, West Los Angeles College will be responsible for coding and keypunching the information and supplying it to the principle evaluator in machine readable format. The principle evaluator will be responsible for analyzing all information (attitudinal and academic) and will provide the Supergraduate program director and staff with a series of reports on the status of the Supergraduate students.

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Selected Findings from the Evaluation of the Supergraduate Program: Phase I (see Tables 1 and 2)

Description of the Student Population

- 77% of the Supergraduates were female and 23% were male.
- Over 90% of the students were between the ages of 15 and 16.
- The ethnic distribution of the Supergraduates was 54% African-American (Black), 18% Latino, 9% Mexican-American (Chicano), 9% White, 5% Filipino, and 5% other.
- A higher percentage of the Supergraduates' mothers had either some formal college education or had a college degree, as compared to the Supergraduates fathers (64% vs. 45%).
- Of the students with college age siblings, 66% indicated that at least one brother or sister in their family had either gone to college or had graduated from college.
- 20% of the students obtained an "A" in their summer English course, 36% a "B", 32% a "C", and 12% a "D".

Selected Findings[**]

- The Supergraduates indicated that by the end of the program, they not only recognized the need to have a powerful vocabulary (4.7), but did have a more powerful vocabulary (4.6).
- The Supergraduates indicated that the English course they took helped them to use English grammar more correctly (4.6), use a dictionary more efficiently (4.1), write better essays (4.2), think of things to write about (4.1), and express ideas more easily when writing (4.1).
- The mandatory attendance expectations was seen as a helpful feature of the course (4.3).
- The Supergraduates indicated that their parents believed that they could succeed in school (4.9) and that they should attend college (4.7).
- The Supergraduates indicated that the program helped them to understand and believe that they could do better in high school, during next academic year (4.7), helped them gain a better sense of their ability to achieve in school (4.6), helped motivate them to attend college (4.7), and helped them to gain confidence in their ability to succeed once at college (4.7).

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[*] *A copy of the Phase I evaluation report and instruments are available upon request.*

[**] *All mean ratings are based on scales ranging from 1 to 5, with a "1" indicating that the student Strongly Disagreed with the statement and a "5" indicating that the student Strongly Agreed with the statement.*

Table 1
Students' Mean Ratings on Changes in Writing Skills

Question	Mean Rating*
It is valuable to have a powerful vocabulary.	4.7
I use English grammar more correctly.	4.6
I have a more powerful vocabulary.	4.6
I like what I write more.	4.3
I think that I am a better essay writer.	4.2
I use a dictionary more efficiently.	4.1
I express my ideas in writing more easily.	4.1
I find it easier to think of what I want to say so I can begin writing.	4.1
I enjoy writing more.	3.9

**Mean Rating - Based on a scale ranging from 1 to 5, with a "1" indicating that the student Strongly Disagreed with the statement and a "5" indicating that the student Strongly Agreed with the statement.*

Table 2
Students' Mean Ratings on Attitudes Towards Post-Secondary Education

Question	Mean Rating*
My parents believe that I can succeed in school.	4.9
My parents encourage me to attend college.	4.7
I believe that I can do better in high school next year.	4.7
I am more motivated to attend college.	4.7
I am more confident that I can succeed in college.	4.7
This program helps me to know other that want to attend college.	4.6
I have a better sense of my ability to achieve in school.	4.6
My friends encourage me to achieve in school.	3.5

**Mean Rating - Based on a scale ranging from 1 to 5, with a "1" indicating that the student Strongly Disagreed with the statement and a "5" indicating that the student Strongly Agreed with the statement.*

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